DOCUMENT RESUME

ED 424 431 CE 077 413

TITLE	Massachusetts Workplace Literacy Consortium. NWLP Wave 6. Annual Performance Report, June 12, 1996-June 12, 1997.
INSTITUTION	Massachusetts Workplace Literacy Consortium, Boston.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-06-12
NOTE	136p.; For a related evaluation report, see CE 077 414.
CONTRACT	V198A40054-97
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Education; *Consortia; Educational Objectives; *Partnerships in Education; State Programs; *Workplace Literacy
IDENTIFIERS	*Massachusetts

ABSTRACT

This performance report, presented in chart form, outlines progress on five goals of the Massachusetts Workplace Literacy Consortium. Under each goal are a number of objectives, and for each objective the chart describes activities, accomplishments, responsible party, and time frame. Goals are as follows: (1) "Enhance the Productivity and Quality of Services at 27 Massachusetts Businesses by Improving the Literacy Skills of Over 1,200 Employees Annually"; (2) "Build the Capacities of Individual Partnerships To Implement Responsive Workplace Programs Using a Consortium Support Model"; (3) "Promote the Institutionalization of Workplace Literacy Programs at the 27 Businesses"; (4) "Strengthen the Consortium Effort through Independent External Evaluation of the Consortium and Individual Partnerships"; and (5) "Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry-specific Materials." (SK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 431

Massachusetts Workplace Literacy Consortium

NWLP Wave 6

Annual Performance Report

June 12, 1996 - June 12, 1997

(Award #: V198A40054-97)

Submitted to
U. S. Department of Education
Office of Vocational and Adult Education

CFDA Number 84.198

CE 077 413

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Project Status for the Period June 12, 1996 - June 12, 1997

GOAL I:	**Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually**				
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 1: To develop mechanisms for common governance at each partnership site and establish among Consortium partnership members a timeline for program implementation and an agreed-upon framework of tasks.					
1.1 Upon notice of award, convene a one hour consortium-wide meeting with partnership coordinators to reinforce Consortium goals and implementation procedures.	On October 6, 1994, a consortium-wide meeting with partnership coordinators, the Supervisor of Development, and Consortium Coordinator was held. The meeting included a review of funding conditions, Consortium goals and a general discussion of implementation plans for the start-up period. Designs were adjusted to reflect funding conditions.	Consortium Advisory Council and Consortium Coordinator	mont h one		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.2 Establish and convene at each service site Planning and Evaluation Teams (P.E.T.s) that involve management, labor, educational staff and employees.	**During the entire life of the project, Planning and Evaluation teams met regularly, usually monthly to plan implement and evaluate educational services at each participating work site. Because the Education Provider became grounded in the process of convening , facilitating and leading each PET through evaluation, changes in the membership due to layoffs, shift changes, turnover, downsizing, etc., did not disrupt the program not diminish the commitment of the business/union partner.** **Almost all stakeholders across the Consortium agreed that the PET model was critical to the functioning of a workplace education partnership. Some of the most commonly cited reason for PET importance are as follows:** ▸ **provides an opportunity to keep interest groups routinely informed** ▸ **provides a forum for open discussion** ▸ **strengthens the team approach within the organization** ▸ **promotes "commitment" from all stakeholders** **Instructional staff reported that PET input greatly supported efforts to contextualize curricula . Additionally, teacher participation on PETs helped them to understand the culture, formal and informal communication networks at the worksites participating in the Consortium. Teachers stated that this knowledge is equally as important as understanding the product or services of the businesses.**	Partnership Coordinator	month one, afterwards meeting monthly		

5

6

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 1: [continued] To develop mechanisms for common governance at each partnership site and establish among Consortium partnership members a timeline for program implementation and an agreed-upon framework of tasks.					

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.3 Hold a Consortium-wide day and half (ten hour) orientation meeting for all partnerships. Conduct sessions to orient all partnership teams to the project, its goals, and implementation guidelines. Include special workshops to address such matters as P.E.T. development, organizational needs assessment methods, long range planning for institutionalization, site-specific curriculum development and Consortium-wide curriculum frameworks development.	**A day long Consortium-wide orientation meeting for all partnerships was held on December 5, 1994. This session oriented partnerships to the project and included workshops on the following: Organizational Needs Assessment; Curriculum Development; The Role of Planning and Evaluation Teams in External and Internal Evaluation; The Process of Developing a Computer Assisted Multi-Media Instruction Program for Health Care Workers and a presentation on Instruction Through Video-Conferencing and Satellite Technology to Meet the Needs of Workers in Small Businesses.** **Sixty representatives from the 9 local partnerships involving 27 business sites participated. Almost 40% were business partners. 13% were labor. Forty-seven percent were students, education providers and contractors. Overall, participants felt that our December 5th orientation brought clarity, focus and structure and made appropriate linkages between local partnerships and Consortium activities. Records of the event are on file.**	Consortium Coordinator and Assistant Coordinator and SABES	mont h one		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
1.4	Conduct team building exercises with the active involvement of all P.E.T. members at each partnership worksite.	In the first year of the Consortium, the Indicators of Program Quality for Workplace Education were provided to Project Coordinators to be used as the evaluative framework for all aspects of programming. In the second year, all PETs faced the challenge of measuring their work against this extensive and complicated tool. In the third year, the Pets and Project Coordinators were quite adept at developing a range of tools against which they would measure their goals and objectives.	Partnership Coordinators	mont h two	✔	✔
1.5	Conduct an organizational needs assessment to identify issues that must be addressed within the worksite and to determine specifically where literacy training activities will help resolve these company needs.	Several worksites completed organizational needs assessments (ONAs). Almost all PETs were able to execute a kind of on-going needs assessment. These assessments, while not formalized, were sufficient for PETs to anticipate some changes in aspects of the organizational structure or business initiatives that might impede or be supportive of the educational program. Many factors in the business affect the quality of an educational program over which the educational program has little control. Informal on-going assessments were necessary by tenacious and committed PETs to survive such major structural changes. For example, educational programs survived the mergers of several large hospitals in the Boston area : Boston City Hospital and the Boston University Medical Center and the merger with Beth Israel Hospital and Deaconess Medical Center. In both instances, the educational program were institutionalized. We credit committed educational staffs for both successes.	P.E.T.s	mont h two-three	✔	✔

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.6 Agree upon and formalize common goals, standards of program quality, implementation strategies and anticipated outcomes in a formal document produced by each P.E.T. Identify base line data available or needed for internal formative and summative evaluation. Determine data gathering instruments to be used to evaluate the project.	**Data gathering instruments were developed and collected from all PETs. While some projects had established similar goals and were functioning in similar industries, Each participating business was unique. A wide range of assessment and evaluative tools were developed with varying degrees of validity and reliability. Project Coordinators and PETs were able to identify base line data needed for individual literacy assessments.** **The level of implementation of the Quality Indicators as scored Year 2 was quite high. The strongest areas were Staff, Curriculum and Administration.** **Evaluation tools were contextualized depending on the industry and goals for the project as determined by the PET. For example, at a nursing home (Beaumont at the Willows) in the Quinsigamond Partnership, a supervisor survey was created by program facilitator and instructor and edited by the PET. Another evaluation instument consisted of a classroom simulation of a resident's apartment set up with hazardous issues. Additionally, learners were required to generate a list of safety issues [on the floor] along with suggestions as to how to address the issues.**	Partnership Coordinators and P.E.T.s	month three-six	✔	✔

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 1: [continued] To develop mechanisms for common governance at each partnership site and establish among Consortium partnership members a timeline for program implementation and an agreed-upon framework of tasks.					
1.7 Finalize the implementation plan and student learning arrangements at each site.	**In the first year of the Consortium, some learning providers and businesses started classes before April 1, 1995 and all remaining classes began as of April 1, 1995 (the end of the allowable start-up period). Due to unanticipated barriers within Holyoke Card and Paper, Inc. and Sealed Air Corportation, the volunteer tutors in the Literacy Volunteer Network, started providing services at these sites at the close of the start-up period. Because of these delays, students began receiving services in September of 1995.**	P.E.T.s	month three, afterwards each cycle		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
1.8	Modify and/or refine partner expectations and program implementation strategies as part of formative evaluation activities conducted by the P.E.T.	**Throughout the life of the grant, the Indicators of Program Quality for Workplace Education functioned well as a formative evaluation tool. The Project Coordinators within the Consortium found that reviewing their respective programs using the Indicators as a framework, was a valuable activity as the emphasis is on education and the focus of the Quality Indicators is on excellence in designing and delivering an ideal program. We believe that the Quality Indicators should be a resource for all stakeholders regardless of funding source, company size type of business, or partnership configuration. Our challenge is to create a set of indicators that reflect universal quality factors that are flexible but still useful. As the final year of the project came to a close, the final draft of Indicators is beging revised to meet this challenge (see attached)**	P.E.T.s	ongoing, revisited each cycle		

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 2: To generate shared commitment and involvement from all parties at each of the Consortium's 27 sites.					
2.1 Announce the program to all company staff and conduct orientation sessions for upper management, involved supervisors, and all company workers to at each site. Work with union representatives in recruitment activities at union sites.	**As new staff took on roles as Partnership Coordinators or Planning and Evaluation Teams took on new members, training at the local level oriented new company staff, including upper management, supervisors and workers to the workplace programs. Unions successfully recruited participants and there was little turnover within union partnerships. None of these changes affected service levels. We believe that our Consortium support model permitted us to address these staff changes and strategize solutions quickly and effectively. Any changes in partnerships were approved by the U.S. D.O.E.**	P.E.T.s	mont h three-four	✔	✔

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.2 Disseminate program information to specifically recruit workers for the team-based program development process.	**Workers were included on planning and evaluation teams and, in some cases, the PET experience prepared them for additional leadership roles in their workplaces. There were two barriers to full student participation in the PET. These were as follows:** **▸ Student's difficulties in expressing themselves in English (In one-quarter of the PETs, the most common explanation for student non-participation was reportedly due to student's difficulty with English language communication skills) and** **▸ a high turnover on the PET due to students' completing the program, or a planned system of rotating students through the PET.** **In larger companies, under-representation of students was mentioned as problem. One site attempted to solve this problem by forming a "student PET" with members from each of the classes. This group would meet shortly before the regular PET meeting and prepare a report to be delivered by their representative on the PET. Several PETs attempted a variety of approaches to support student participation. Some of these include: ensuring a student report on the meeting agenda and preparing the individual student ahead of time for meeting.**	P.E.T.s	month three, then ongoing with emphasis each cycle start		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.3 Provide program updates to management and supervisory staff during regularly scheduled staff meetings.	**Management and supervisory staff on local P.E.T.s provided program updates to management during regularly scheduled meetings. Newsletters and company-wide recognition ceremonies were the most commonly reported ways to keep management informed of program successes.**	Partnership Coordinators and P.E.T.s	ongoing, at regularly scheduled company staff meetings		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 3: To attract the full participation of at least 1,200 employees in need of literacy services overall and the number specified in the "Service Profiles: Part I" (pp 73-75) at each worksite.					
3.1 Develop and implement multiple recruitment strategies to target needy worker populations at each site utilizing the resources of the businesses and/or the relevant union partners.	**Recruitment strategies included written notices of the course offerings within programs in as many languages as exist within the business, where native language illiteracy would not be a consideration. Many initial assessments include one-on-one conversations with staff to increase comfort level of potential new students. Planning and Evaluation Teams have recruited educationally disadvantaged adult workers at each site. Resources of the business and the union (where the union is a partner) such as classrooms, equipment and management support are being utilized. Awards ceremonies, receptions and other such events provide strong incentives for students to continue in programs. In addition, there are a range of activities across the Consortium that partnerships engage in to recruit, including: informational group meetings for workers; promotional video presentations; outreach committees; supervisors talking to workers and union representatives talking to workers.** **In addition, many types of incentives were provided to workers who participated in classes across partnerships. Some examples include: partial paid release time; complete paid release time; cash bonus upon release time and award certificates upon course completion. After the second year, Project Coordinators were reporting "word of mouth" as an additional prime recruitment method.**	P.E.T.s	month three, then ongoing with emphasis prior to each cycle start		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
3.2 Implement necessary counseling and support services to address barriers to employee participation. Identify and prepare class facilities for use. Address additional organizational barriers to full employee participation in the organizational needs assessment.	**Local Planning and Evaluation Teams went through an ongoing process to address barriers to employee participation whever such barriers existed. These barriers were also addressed at the state level during the monthly Consortium P.E.T. Here, coordinators brought concerns/issues from their respective programs, shared expertise and strategized solutions to a wide range of organizational barriers. For example, small companies have difficulty providing release time if many workers will be off production floor at the same time. Smaller classes and creative/flexible scheduling have proven to be revisable strategies to overcome this barrier. Outreach and recruitment was occasionally a barrier. For example, employees who might benefit from on-site classes, for a variety of reasons, would appear reluctant to enroll in classes. We discovered that workplace teachers help recruit students. Union stewards also played a key role in recruitment. As earlier mentioned, the buddy system was effective in using students to recruit other students. Educational counseling was provided as needed.**	P.E.T.s	month three, services ongoing		

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
3.3 Define and clarify for the participants' benefit the link between the project, the company's pre-existing employee training programs, the union agenda for training, and the promotional streams available to employees. Negotiate convenient instructional schedules and promote release time incentives.	**Throughout the life of the grant, Planning and Evaluation Team members continued to clarify the benefits of the workplace education program to workers and management. As new staff at the local level were hired to replace those who had moved on, these Coordinators or PET members were oriented to the Consortium goals. Convenient instructional schedules and release time incentives were standards in each partnership. Where pre-existing training programs existed, the bridges to connect the workplace education programs to these were clarified. One area of strength in partnerships was the prevalence of competent staff well trained in workplace based instruction. These staff understood the importance of the program's 'integration into the businesses' long range development plan.**	P.E.T.s and Local Project Staff	mont h three	✔	✔

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 4: To develop a curriculum that tailors instruction to the specific needs of the workplace and workers at each site and to the literacy skills that will impact positively on workers' job performance and enhance their chances of advancement, as specified in Attachment II, "Individual Partnership Literacy Requirements and Skills Taught."					
4.1 Conduct a literacy analysis of job and work processes (as part of the overall organizational needs assessment) at each site. Recognizing that each partner represents a different perspective, involve each (supervisory staff, workers and union representatives) in the identification of literacy skills required in the workplace.	**Each Planning and Evaluation Team prepared and conducted a literacy analysis of job and work processes at that site. These skills were reviewed by members of the local P.E.T.s and incorporated into the site-specific curriculum, as needed. On-going assessments were conducted by instructional staff and in place to ensure curriculum changes were made to reflect revision of PET goals whenever necessary.**	P.E.T.s and Local Project Staff	months two-three, revisited if new job requirements arise		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
4.2	Collect relevant work-related materials from all partners for incorporation in the curriculum.	**Work-related materials were consistently incorporated into all curricula. Such written materials included: workplace forms, instructions, notices, union contracts, log books, and health and safety information. Work-related materials, based on common workplace scenarios, have also been created by program staff. A specific focus of the Curriculum Working Group was to pool expertise and support common efforts and understand key questions that teachers have about each others' practice. Many of the Consortium's dissemination efforts reflect this focus.**	Assistant Consortium Coordinator, P.E.T.s and Local Project Staff	months one-four, then ongoing		
4.3	Conduct pre-, post-, and ongoing assessments of student skills to guide curriculum development.	**Workplace education teachers conducted pre-, and post assessments. Teachers conducted ongoing assessments as needed to inform curriculum development and to develop assessment protocols. Input from students, business and union representatives where unions are represented on P.E.Ts are incorporated in curriculum. Student writings in "Glimpses of the Process" illustrate student's own assessment of their learning activities.**	Project Staff	beginning month four, then ongoing		
4.4	Develop individual educational plans with each learner during teacher/student conferences to identify priority learner needs.	**Together, teachers and students developed individual educational plans to stay current with student's educational, counseling or other needs. In many instances, portfolio's were implemented to assist students' in seeing educational gains or needs. All assessments allowed staff to assist in revisiting goals, as these would change during the life of the grant.**	Project Staff and Program Participants	month four, then reviewed at least each cycle		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**	
				YR 1	**YR 2**	**YR 3**
4.5	Develop a site-specific curriculum for each course offered at each site.	**Teachers have documented customized site-specific curricula for each course offered at each site. Refer to Goal 1, 4.2**	Project Staff and Program Participants	beginning month four, modifications ongoing		
OBJECTIVE 4: [continued] To develop a curriculum that tailors instruction to the specific needs of the workplace and workers at each site and to the literacy skills that will impact positively on workers' job performance and enhance their chances of advancement, as specified in Attachment II, "Individual Partnership Literacy Requirements and Skills Taught."					
4.6	Develop relevant instructional materials before each course begins.	**Local project staff and program participants contribute to the ongoing development of relevant and suitable instructional materials for students at the worksite. Instructional materials also reflect employer identified job-related literacy requirements. Several PETs were able to develop processes for students to contribute to course materials. Teachers and students were able to experiment with different instructional methodology to determine most effective learning techniques. In some classrooms,(SEIU Partnership) students became adept at developing course materials for other students.**	Project Staff and Program Participants	month five, and continuing throughout project		

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
4.7 Make curriculum adaptations based on student input and the results of evaluation activities conducted by the P.E.T.	**Throughout the 3 year grant, the Consortium instructional staff was able to systematically develop local program materials on exemplary workplace partnerships, delivery models, curricula, and industry-specific literacy materials. Members of the Curriculum Working Group have established the process and guidelines for local staff to help them in documenting their curricula. The work of this group may well account for the overall high ratings which both Program Coordinators and the evaluators gave to curriculum-related Quality Indicators.**	Assistant Consortium Coordinator and Project Staff	ongoing, coinciding with cycle ends and evaluation reviews		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually

Activities	Accomplishments and Goals for Program Improvement	Responsible Party	Time Frame		
			YR 1	YR 2	YR 3
OBJECTIVE 5: To provide quality workplace literacy services to 1,274 students per year using diverse instructional approaches and support measures. **(See individual partnership services detailed in the "Service Profile Charts: Part II," pp 76-77)**					
5.1 Deliver a total of 9,949 hours of instruction per instructional year; 5,065 hours of workplace specific ESL, 3,884 hours of basic skills, and 1,000 hours of GED at 23 sites to over 1,200 employees at 27 businesses.	**During the third year of the project, the Consortium administered workplace literacy classes at twenty- two sites throughout MA. During reporting Period 5 5,572 workers were enrolled in 69 classes. During Period** 6, 6,602 students were enrolled in 63 classes. In each period, more than half of the workers were enrolled in ESOL program. # of Students Enrolled by Program in Period 5 & 6 **Type** / **Period 5** / **Period 6** ESOL 389 326 ASE/GED 100 188 ABE 83 80 Other 0 8 TOTAL 572 602 Given the wide variety of partner sites in the Consortium, there was a wide range in the number of classes offered across sites as well as the number of students enrolled in each class.	Consortium P.E.T., Partnership P.E.T.s and Partnership Coordinators	starting month six at the latest, ongoing according to partnership schedule (see Service Profile Chart)		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
5.2	Provide a minimum of 5,000 student hours of educational counseling support services each year under the arrangements specified in the Service Profile Chart.	**NWLIS collected data on educational counseling hours during the first three reporting periods.**	Consortium P.E.T., Partnership P.E.T.s and Partnership Coordinators	beginning with learner's initial assessment, then ongoing		
5.3	Complement the instruction of students with 7,520 student hours of additional volunteer tutoring (at 6 partnerships).	**Volunteer tutors were recruited as part of the work the Literacy Volunteer Network Partnership.**	P.E.T.s at relevant Partnerships	beginning with learner enrollment, then ongoing		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
5.4	Initiate a program of one-on-one coaching to support the learning of approximately 45 students at 3 small business sites utilizing Commonwealth Literacy Campaign technical support.	**Several unanticipated changes occurred within the Literacy Volunteer Network partnership that affected the number of students served in the last three reporting periods. A total of 33 (unduplicated count) students were served in reporting periods one through five. A total of 15 (duplicated count of students were served during this same period.**	P.E.T.s at relevant Partnerships	developed months 1-6, services beginning month 6 and continuing through grant period		
5.5	Implement programs of computer-assisted instruction will be implemented at 6 sites.	**In Year I, an introductory module, to orient users to Responsive Text, was completed. In Year II, two modules were completed to teach basic skills through health topics: Back Safety and HIV/AIDS. In Year III, the final two modules, focusing on the manufacturing context but universally applicable, were completed: Performance Evaluations and Working in Teams. These LexIcon Responsive Text literacy skills instruction packages present job related materials in a computer-based format that uses speech, animation, enhanced hypertext and other computer capabilities to make the material more accessible to the reader.**	Curriculum Working Group, Assistant Consortium Coordinator and P.E.T.s at relevant Partnerships	beginning month six, then ongoing		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
5.6 Supplement computer-assisted instruction at 5 sites with a 6 module instructional package focusing on basic literacy skills in the health fields utilizing the support of LexIcon. Deliver through Mass LearnNet accounts.	**Five modules of computer-assisted instruction (see 5.5) have been completed and disseminated to the partnerships. They have also been disseminated to SABES to provide for statewide access by all workplace education programs.**	Consortium P.E.T., Consortium Coordinator, Assistant Consortium Coordinator and LexIcon	developed		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 5: [continued] To provide quality workplace literacy services to 1,274 students per year using diverse instructional approaches and support measures. (See individual partnership services detailed in the "Service Profile Charts: Part II," pp 76-77)					
5.7 Supplement instruction at 7 sites with a Consortium/MCET-developed workplace literacy instruction series delivered via PictureTel tele-conferencing. Target literacy skills in health care, manufacturing, and service-related jobs in these shows.	**PictureTel two way video conferencing units were used at participating classroom at the work sites within the Quinsigamond Community College partnership, worksites at the Bristol Community College partnership, work sites connected with the S.E.I.U partnership and work sites connected with the U Mass Dartmouth sites.**			disseminated	
		Consortium P.E.T., Consortium Coordinator and Assistant Consortium Coordinator MCET	developed		
				disseminated	

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 6: To effectively monitor and assess learners' literacy skills improvements and evaluate the success of the program, the partnership, and the impact on the workplace according to the specific criteria established by each P.E.T.					
6.1 Collect baseline data at each site regarding project participants, the partnership, and critical workplace factors identified in the organizational needs assessment to measure progress in regards to the established goals and objectives.	**Refer to Goal I, 1.5**	P.E.T.s	month three-six		throug h out the third year

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
6.2 Produce a baseline internal evaluation report to distribute to company management, team representatives, other partnership coordinators, and the Consortium coordinator and assistant coordinator.	**During the first three reporting periods, MPR produced profiles of each partnership (satellites). These profiles were shared with and reviewed by local P.E.Ts and informed program improvement and related decision making. In the second year, the Evaluation Report, "*Working Toward Quality*" was shared among all partnership coordinators and Planning and Evaluation team members.**	P.E.T.s	month five-six	✔	✔

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
6.3 Review individual student progress with learners considering learners' achievement of goals in their Individual Education Plans and additional measures of progress established at each site. Measure progress using various methods: students' self evaluations, records of competencies attained, comparisons of any pre- and post testings, and learners' work portfolios.	**Programs established good individual student assessments which were used for formative instructional purposes. For example, at the Jewish Vocational Service, data was collected and analyzed on student gains. These data included IEP information; summaries of progress in end-of-cycle written reports, PET minutes records of ongoing problems and progress. At Quinsigamond Community College, teachers conducted a learner survey in Reading/Writing/Math class and tabulated responses. Quinsigamond also gave the TABE to Reading/Writing/Math students, who showed improvement. The S.E.I.U instructional staff measures included: student portfolios, which include an ESL pre-and post-test, with the pre-test used as a placement test; monthly teacher reports to the PET; and student interviews conducted by the Project Coordinator. At U Mass Dartmouth, there was an IEP for each student which included self assessment with a focus on personal goals. Portfolio assessments were also established for students. Bristol Community College, developed an ESOL test; gave the TABE test; implemented portfolio assessments; informal classroom-based assessments, and progress reports. At U Mass Amherst, measures included: different student assessments used in different classes; IEP's; portfolios: and other "home-grown" assessments. For example, students were asked to write their expectations for learning on newsprint at the beginning of the class cycle and again at the end. Students were also asked to discuss how they were using their new skills at work. These documents and a record of the discussion were included in the student's portfolio.**	Project Staff and Program participants (reviewed by the P.E.T.)	beginning month four, reviewed at least each instructional cycle		

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 6: [continued] To effectively monitor and assess learners' literacy skills improvements and evaluate the success of the program, the partnership, and the impact on the workplace according to the specific criteria established by each P.E.T.					

BEST COPY AVAILABLE

GOAL I: Enhance the Productivity and Quality of services at 27 Businesses Across the Commonwealth by Improving the Literacy Skills of Over 1200 Employees Annually					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Party**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
6.4 Conduct formative and summative internal self-evaluations at each worksite to judge the quality of the training program, the success of the partnership and the impact upon the workplace. Base this internal evaluation on the standards of quality established by the P.E.T. during initial months of startup. Evaluate using different methods: a review of overall student progress, a thorough survey of all relevant	**All PETs collected data on student outcomes. Refer to the Semi-Annual Reports for the list of student outcomes. Workplace outcomes were identified. Anecdotal reports, as well, conveyed what programs accomplished. Project Coordinators put in place measures to collect both quantitative and qualitative data to measure the impact of the programs on the workplace, as well as to measure the stability of the partnerships.** **Some examples of measures being used are as follows:** ▸ **data from the Individual Education Plan** ▸ **summaries of progress in end-of-cycle written reports** ▸ **PET minutes' records of ongoing problems and progress** ▸ **learner surveys in Reading/Writing/Math class** ▸ **Results of the TABE; student portfolios; ESOL pre-and post test; monthly teacher reports to the PET and student interviews by the Project Coordinator.** **In addition, Project Coordinators collected supervisor evaluations of participants; In one partnership supervisor interviews were all conducted by the Project Coordinator; in many partnerships, surveys were conducted to address issues of waste, safety, etc.**	P.E.T.s	data collection beginning month four, then evaluation reviews each cycle, written reports produced each year		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 1: To establish Consortium-wide mechanisms for support and sharing of resources and effective operational models through bi-monthly meetings of the Advisory Council and monthly P.E.T. meetings.					
1.1 Establish the Consortium Advisory Council and hold regular meetings among its diverse membership.	**The Consortium Advisory Council, The Massachusetts Workplace Education Initiative (MWEI) was made up of 7 industry, 3 labor and 6 education representatives. This group met bi-monthly. The Advisory Council reviewed the 1996-1997 workplan. In the Spring of 1997, The MWEI merged with the Massachusetts Leadership Forum to form the Massachusetts Workplace Education Committee (MWEC). The mission of the MWEC is to substantially increase access to effective workplace education services each year. MWEC served as the advisory board to the Consortium for the remainder of the NWLP grant.**	Mass. DOE	month one, afterwards meeting every two months		
1.2 Recruit, select and orient Consortium staff and local partnership coordinators.	**All Consortium and partnership staff were hired and oriented to the project before and during start-up. During the life of the grant, three new local Project Coordintors came on board to replace those who had moved to other positions. Their transition as Workplace Coordinators was supported by the internal resources and expertise in the Consortium as well as literature and videotapes, produced during current and past NWLP funding. In addition, Two regional workplace education mini-courses were held in Year III.**	Mass. DOE and Consortium Advisory Council	mont h one		

BEST COPY AVAILABLE

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.3 Establish the Consortium Planning and Evaluation Team (Consortium P.E.T.) and hold regular meetings. Include the Consortium coordinator, assistant coordinator and partnership coordinators. (Responsibilities are noted in detail in the Consortium P.E.T. Roles Chart)	**The Consortium P.E.T. met monthly since December, 1995. In addition to Consortium staff and partnership coordinators, meetings were attended by representatives of the System for Adult Basic Education Support (SABES), the statewide staff development agency.**	Consortium Advisory Council and Consortium Coordinator	month two, afterwards meeting monthly		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
1.4	Identify ongoing Consortium needs for staff training, P.E.T. development and support, program institutionalization, and curriculum development. Identify available resources within all Consortium partnerships to respond to these needs.	**During the life of the grant, the Consortium Planning and Evaluation Team rotated monthly meetings across the state. Those meetings were the venue where most needs are identified. The Consortium PET was composed of the program coordinators from each of the seven learning provider agencies which delivered services to the 27 sites, Adult and Community Learning Services staff (DOE) , and representatives from the System for Adult Education Support (SABES), the state's professional development agency for adult educators.**	Consortium Coordinator, Assistant Coordinator and Consortium P.E.T. members	month six, then reviewed monthly		
1.5	Set an agenda for addressing the needs within the consortium using available State and partnership expertise.	**The Consortium drew primarily upon its extensive internal resources and those of SABES in responding to program and partnership needs. Additionally, almost all partnerships were well represented at least one NWLP mid-point conference in Milwaukee, Wisconsin. Materials were brought back and duplicated for those who had not attended. Each partnership was able to develop PETs, develop curricula, assessments and complete evaluative cycles while sustaining its own unique identity.**	Consortium Advisory Council and Consortium P.E.T.	month six, then reviewed each six months		
OBJECTIVE 2: To develop the abilities of educational staff in each partnership to provide customized, learner-centered workplace literacy instruction.						

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
2.1	Assist local partnerships in recruitment and selection of qualified direct service staff.	**Whenever necessary , Consortium staff made referrals and recommendations. For example, Consortium staff recruited, screened, and interviewed several candidates for the curriculum developer's position at the Literacy Volunteer Network, and referred several teaching candidates to the S.E.I.U. program.**	Consortium Coordinator/ Assistant Coordinator	mont h one	again as needed	
2.2	Conduct the field-tested Massachusetts Workplace Literacy 20 hour mini-course for teaching staff within the Consortium. Include training topics on student assessment and evaluation, curriculum and materials development, and working in a business culture.	**Four regional 20 hour Workplace Education mini-courses were offered in Year I; two 20 hour mini-courses were offered in Year II; and two in Year III. The courses cover a range of topics responding to local needs including discussions on the following: conducting workplace needs analyses; approaches to program design; teachers' roles; dealing with the conflicting goals of stakeholders; labor management collaboration; team-based program evaluation; tools and methods in the assessment of learner progress; and models of curriculum development. Many of the above were discussed within the current context of industrial downsizing.**	Consortium and SABES staff (Consortium staff = Consortium Coordinator/ Assistant Coordinator)	mont h two	repeated yearly for new staff	

67

68

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.3 Conduct partnership-developed orientations at each partnership site for all newly hired staff (15 hour minimum). Include a tour and introduction to the particular worksite, an overview of the learning provider's workplace education approach, and an introduction to the role of the P.E.T.	**Local P.E.T.s oriented their staffs. In some instances, teams have used the model developed in Wave IV as a reference (e.g. Quinsigamond Community College).**	Partnership Coordinators and P.E.T.s	month two-three	repeated for all new staff	

BEST COPY AVAILABLE

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.4 Produce and deliver a 16 hour live interactive satellite of the mini-course (II.2.2) to new staff and make accessible to viewers in 48 states.	**The live interactive broadcasts of the Workplace Education Mini-Course was offered on seven consecutive Fridays from September 15, 1995 through October 27, 1995. The broadcasts provided a forum for teachers interested in open discussion of topics such as: Program Design; Planning and Evaluation; Approaches to Workplace Education Curriculum Development; Curriculum and Creative Materials Development. Site materials were selected, developed and sent in advance to participants by the Consortium Assistant Coordinator. These materials included informational readings about the session topics, preparation for broadcast activities and data collection sheets. The broadcast was made accessible to viewers in 48 states. Consortium Coordinators and staff at the Adult and Community Learning Services, as well as active participants from across the United States thought the quality of instruction was excellent. The mini-course addressed important elements that make up a quality program.** **In Year II, the live mini-courses will present its second series of interactive broadcasts on workplace education. This year's focus will be on innovative models of instruction, evaluation, and worker involvement. The shows will be broadcast by satellite on the afternoons of September 27, October 4, and October 11, 1996.**	Consortium Assistant Coordinator, SABES, MCET Staff and Consortium PET	month one-six developed, delivered during remaining contract period		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.5 Hold additional staff training sessions to respond to consortium analysis of partnership needs and use both state agency and Consortium member partnership expertise. (II.1.4-II.1	**The statewide teacher sharing took place during the Massachusetts Coalition of Adult Educators, Network' 96 and Network '97Conferences. Several strands in this statewide conference provided a forum for workplace practitioners to share and discuss issues relating to education in the workplace.**	Consortium and SABES Staff	month six, repeated quarterly		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 2: [continued] To develop the abilities of educational staff in each partnership to provide customized, learner-centered workplace literacy instruction.					
2.6 Share partnership-produced materials, training documents, and staff experiences during 2 hour teacher sharing sessions held at 5 regional sites.	**Consortium and SABES staff developed ways to access staff development, resource sharing, and collaboration by including cross-training in CPET agendas. Many times, Project Coordinators prepared special trainings that included shared presentations, videos, etc. Coordinators who often had to travel across the state monthly for meetings, found this a practical and relevant solution to the need for more professional development.**	Consortium and SABES Staff	month four, repeated every eight weeks		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 3: To support and enhance the function of individual partnership Planning and Evaluation Teams in implementing, monitoring and evaluating their programs.					
3.1 Provide up to 40 hours per year of technical assistance to each individual partnership at their request, drawing upon the skills of the Consortium coordinator and assistant coordinator, relevant state educational staff, and expert Consortium partnership staff.	**Consortium staff provided technical assistance to partnerships as needed. Weekly, and often daily, contact with project coordinators provides the support they need to carry out the requirements of the proposal and implement quality programs. Consortium staff have provided in excess of 80 hours to date in technical assistance due to start-up of local P.E.T.s and initial development of their programs.**	Consortium Staff and Partnership Coordinators	40 hours of technical assistance per partnership		

77

78

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
3.2	Hold a P.E.T. development session as part of the ten hour Consortium-wide orientation for all partnerships. Include training sessions on conducting organizational needs assessments and on developing project goals, objectives, and quality indicators (I.1.3) to aid teams in their internal evaluation activities.	**During the start-up period, the consortium-wide presentations included sessions on Organizational Needs Assessment, Planning and Evaluation Teams, and the purpose and maintenance of NWLIS data-collection provided by Mathematica Policy Research, Inc. In addition, there was a presentation on the connection between internal and external evaluation processes and outcomes.**	Consortium and SABES Staff	mont h one		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
3.3	Hold a mid-contract conference training session to address issues of relevance to the P.E.T.s include such topics as team dynamics, partnership development, program implementation, monitoring and evaluation.	**During contract negotiations with the US DOE, this mid-contract conference was removed from the project.**	Consortium Advisory Council, Consortium P.E.T., and Consortium and SABES staff		mid-year	
3.4	Oversee partnership activities in conjunction with State fiscal and monitoring staff.	**Seven Partnerships were closely monitored for fiscal accountability and responsibility. The Cosortium Coordinator and Assistant Coordinator were able to visit most of the work-sites over the grant period**	Consortium staff	ongoing		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 4: To share Consortium expertise in building workable curriculum frameworks and methods of documentation for the specific products listed in 4.1 to 4.5.					
4.1 Hold an initial state-facilitated training/work session on curriculum development as part of the ten hour Consortium-wide orientation for all partnerships (I.1.3).	**The consortium-wide orientation included a session on involving students in the curriculum development process. This session was facilitated by experienced staff from the U MA Amherst partnership.**	Consortium and SABES Staff	mont h one		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**	
				YR 1	**YR 2**	**YR 3**
4.2	Convene a curriculum working group of the Consortium P.E.T. to establish curriculum guidelines, to support curriculum development at individual sites, and to develop a broader framework for curricula linked to particular industries (i.e. curriculum frameworks).	**The Curriculum Working Group (CWG) met monthly from February 1995 until August of 1997. It was made up of teacher representatives from each of the seven Consortium partnerships around the state and was convened and facilitated by the Consortium Assistant Coordinator. Its primary work was to 1. establish curriculum guidelines to help teachers generate useful and consistent documentation; 2. research the teaching themes and issues that appear in workplace curriculum throughout the Consortium, and document these patterns by industry (health care, manufacturing and education); and 3. to assist in the development of a computer-assisted instruction model. The CWG also served as forum for teachers to exchange resources, share work, problem solve, and reflect on practice. Some dissemination guidelines established for curriculum documents by the CWG include the following: • A description of the teaching context (program philosophy, workplace, class level, size, ESOL or ABE) • A description of the curriculum development process • An example of a challenge learned from; what you would do differently • A sample of teaching activities • A list of topics covered in the class cycle and • A resource list of published materials that have been helpful.**	Consortium Staff and Curriculum Working Group	beginning month two, meeting monthly thereafter		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**	
				YR 1	**YR 2**	**YR 3**
4.3	Disseminate information on curriculum resources and materials via the Massachusetts Corporation for Educational Telecommunications LearnNet computer bulletin board service and the SABES resource centers.	**Partnership Project Coordinators regularly used the internet accounts to share information on workplace projects, update Consortium on trainings and other events of interest to the Consortium. Consortium staff also posted a variety of notices of interest to teachers and others.**	Consortium Staff, SABES and MCET	ongoing		

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
4.4 Develop and pilot a 6 module computer-assisted instructional package dealing with the basic skills needed by entry level workers in the health field using the input of the curriculum working group. Modify the instructional package created by the Consortium-contracted, experienced developer of computer-assisted instruction programs based on initial test runs.	**With input and guidance from the Consortium Assistant Coordinator and the Curriculum Working Group, LexIcon Systems completed, in Year I, an introductory module to orient users to Responsive Text. In Year II, two modules were completed to teach basic skills through health topics: Back Safety and HIV/AIDS. In Year III, the final two modules, focusing on the manufacturing context but universally applicable, were completed: Performance Evaluations and Working in Teams. These LexIcon Responsive Text literacy skills instruction packages present job related materials in a computer-based format that uses speech, graphics, enhanced hypertext and other computer capabilities to make the material more accessible to the reader. Input from program staff prompted a change in the software design from an information-based to a scenario-based model.**	Consortium Assistant Coordinator, Consortium P.E.T. and Staff, LexIcon Systems and MCET	developed		
				disseminated	

GOAL II: Build the Capacities of Individual Partnerships to Implement Responsive Workplace Literacy Programs using a Consotium Support Model					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
4.5 Develop and deliver a series of seven PictureTel video-conferencing programs to partnerships as part of a collaborative effort of the Massachusetts Corporation for Educational Telecommunications and the Consortium curriculum working group and individual partnerships. Orient teachers to the medium in program one, and target literacy skills in health care, manufacturing and service-related jobs in the remaining six.	**Refer to Goal I, 5.7**	Consortium P.E.T. and Staff, Contracted Consultant and MCET	developed		
				disseminated	

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
OBJECTIVE 1: To maintain and expand the business financial commitment ($1.7 million/year), involvement and participation during the 3 year grant.					
1.1 Hold regular P.E.T. meetings involving participation of the business partner(s) to insure the instructional system responds to the needs in the workplace.	**Partnership coordinators held regular monthly P.E.T. meetings at the site of each business partner. Responding effectively to the workplace-specific literacy needs of the program participants has been a goal of each P.E.T. All partnerships used the Indicators of Program Quality for Workplace Education Programs as the evaluative framework.**	Partnership Coordinators	month two, then monthly		
1.2 Identify quantifiable measures of impact and cost-benefits to include in cumulative evaluation processes.	**All partnerships developed a range of measurable goals and tools to measure their success. These are detailed in the semi-annual performance report. See "Tools to measure data".**	Partnership Coordinators and P.E.T.s	month three, then reassessed yearly		

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
1.3 Design instructional programs to link up effectively with pre-established company training programs and/or anticipated future training needs.	**Linking instructional programs in the Consortium with pre-established company training programs and/or future training needs has been a focus of the instructional staff and PETs. Some of the larger worksites have integrated the educational program into their technical training efforts. Some of these are MA General Hospital, Boston University Medical Center, C& K Components, and Beth Israel Deaconness Hospital. An Institutionalization survey currently being conducted will allow MA DOE and the U S DOE the results of our efforts.**	P.E.T.s	month three, then reassessed yearly		

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
OBJECTIVE 2: To orient nine local partnerships to the NWLP goals and to identify possible scenarios for institutionalization.					

BEST COPY AVAILABLE

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
2.1 Organize a Consortium-wide session on institutionalization for business, labor, education and learner representatives as part of the ten hour orientation for all partnerships (I.1.3) Involve previous NWLP grant recipients who successfully institutionalized their programs and offer case studies of individual partnerships that have used a regionally-based,	**In spring 1997, the MA DOE and SABES collaborated with a local Regional Employment Board to organize a panel presentation to employers about workplace education. Business and union panelists described their programs and why workplace education was worth their investment.**	Consortium and SABES Staff	month one		

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**	
				YR 1	YR 2	YR 3
OBJECTIVE 3: To provide technical assistance to each small and medium-sized Consortium business partners per year so that they achieve their institutionalization goals.					
3.1	Convene regular meetings of the institutionalization focus group of the Consortium Advisory Council to develop scenarios/support models that will help small businesses in the Consortium to institutionalize and that will take into account the relevant needs, available resources and identified barriers.	**Refer to Goal III, 2.1**	Consortium Advisory Council and Consortium Staff	month two, afterwards meeting every two months		

101

102

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**	
				YR 1	YR 2	YR 3
3.2	Provide on-site assistance to each partnership P.E.T. to help them conduct an organizational needs assessment and develop a workplan and time table to integrate their literacy program into the company's workforce training and budgetary strategies. Provide such assistance as part of the 40 hours of technical assistance provided each year to each site (II.3.1).	**Technical assistance was provided through internet (e mail); formal group trainings and through regular site visits to businesses. Communication with members of local Planning and Evaluation teams, visits to classrooms and regular monitoring of local PET minutes and record keeping has enabled MA DOE staff to attest to the quality status of projects within the seven partnerships. The Final Evaluation (of the third year) report by the external evaluator states, " Overall, in both the group interview and on the individual surveys, members gave high ratings to the support provided by the program coordinator, other PET members, the organization and the union. " PET members supported each other independently of the M DOE throughout the 3 years of the grant.**	Consortium staff, Institutionaliza tion Focus Group, Partnership Coordinators	40 hours of technical assistance per partnership, including quarterly checks on progress		

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
OBJECTIVE 4: To inform the development of a policy framework for institutionalization of Consortium programs.					
4.1 Research the different successful scenarios used by previous NWLP program recipients to institutionalize their programs.	**Refer to Goal III, 2.1** **The Research and Development sub-committee of the Advisory Council has been researching and documenting successful program models in workplace education, with a focus on NWLP programs. These program profiles are forming a growing database of models that the Council will draw upon to promote and develop the field.** **One of the Consortium-sponsored publications completed in Year 3 chronicles the experience of various administrators and teachers in developing successful programs.**	Consortium P.E.T. and Staff, and Institutionalization Focus Group	ongoing		

GOAL III: Promote the Institutionalizaton of Workplace Literacy Programs at the 27 businesses Involved in the Consortium					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
4.2 Document and disseminate the critical program elements and cost analyses studies by the institutionalization focus group (III.3.1 and III.4.1) to all Consortium members.	**Refer to Goal III, 2.1**	Consortium Staff	yearly, based on internal and external evaluation reports		
4.3 Provide information on NWLP programs to policy makers who are currently researching the appropriateness of employer tax credits for small businesses.	**Consortium staff have worked with the NWLP Advisory Council to develop a workplan. Information has been collected from the States of Georgia and Alabama because they have experiene with employer tax credits. This information has been shared with the Massjob Council, the workforce development coordinating body for the Commonwealth.**	Consortium Staff	ongoing		

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.

Activities	Accomplishments and Goals for Program Improvement	Responsible Partners	Time Frame		
			YR 1	YR 2	YR 3
OBJECTIVE 1: To supplement the internal evaluation mechanisms of each partnership with a comprehensive external evaluation of the entire Consortium effort and all its partnerships.					
1.1 Select external evaluators through a competitive process to perform a comprehensive external evaluation of the individual partnerships, the Consortium, and individual Consortium project efforts.	**The Director of Evaluation Research, Laura Sperazi was hired as the external evaluator during the start-up period. Ms. Sperazi had evaluated past NWLP projects and had over 8 years experience in evaluating workplace education programs. The U.S. D.O.E. acknowledged receipt of the Evaluation Plan for the MA Workplace Literacy Consortium in Year I.** **An evaluation report on Year II was completed and submitted to the U.S. DOE in the Fall of 1996. In the Fall of 1997, (Year III) an evaluation report was completed and submitted to the U.S. DOE.**	Mass. DOE, Consortium Advisory Council, and Consortium staff	month one	✔	✔

BEST COPY AVAILABLE

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.

Activities	Accomplishments and Goals for Program Improvement	Responsible Partners	Time Frame		
			YR 1	YR 2	YR 3
1.2 Refine the evaluation plan through a collaboration among the contracted evaluators and Consortium representatives, and include both process and outcome evaluations.	**The External Evaluation plan was refined with input from Consortium representatives, MA DOE staff and Evaluation Research. As part of their Year 1 evaluation activities for the Consortium, the evaluators agreed to submit a series of progress reports which would describe their work toward developing an external evaluation plan for Year 2. In Year II we received two interim reports. The Evaluation Plan had four objectives:** ▸ **determine if the goals of the Consortium are being met;** ▸ **determine the level of implementation of the Massachusetts Indicators of Quality for Workplace Literacy Programs and the relationship of the Indicators to learner outcomes, workplace outcomes and the program partnership;** ▸ **determine the relationship between instructional methodologies and worker and workplace outcomes; and** ▸ **to develop recommendations for project improvement.** **The focus of the Year 3 evaluation was on a key aspect of the original Consortium concept: the planning and evaluation model. In particular, the focus of this evaluation was on the organization and operation of planning and evaluation teams at the consortium and partnership site levels. An additional piece of the Year 3 evaluation was a summary of work on a key component of the project: The Indicators of Quality for Workplace Education Programs.**	Ce of the Consortium staff	month one-six	✔	✔

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.

Activities		Accomplishments and Goals for Program Improvement	Responsible Partners	Time Frame		
				YR 1	YR 2	YR 3
1.3	Submit a proposed project evaluation design for the entire project period to the US DOE Secretary.	**The U.S. D.O.E has acknowledged receipt of the Evaluation Plan for the Massachusetts Workplace Literacy Consortium.**	Consortium Coordinator and External Evaluators	prior to end of year 1		
1.4	Share interim and final evaluation reports produced by the external evaluators with individual Consortium partnerships.	**The second interim report was shared in August, 1996 with the Consortium Planning and Evaluation team and the U.S. D.O.E. Project Coordinators shared these reports with local Planning and Evaluation teams.**	Consortium Staff and External Evaluators	following each report		
1.5	Submit a summary of evaluation activities to the US DOE Secretary and the Program Effectiveness Panel.	**All required evaluation activities have been submitted to project officer at the U.S. Department of Education.**	Consortium Coordinator and External Evaluators			prior to end of year 3

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
OBJECTIVE 2: To reinforce the development of the Consortium's workplace literacy services through the provision of yearly structured external feedback.					
2.1 Carefully review external evaluation reports. Revise, as necessary, individual P.E.T. goals, activities and operating procedures to respond to issues raised in the evaluation reports.	**The first two Interim reports completed by the external evaluation addressed issues such as the need for many projects to develop more systematic ways to collect, analyze and use data on the impact of the program on the workplaces. Project Coordinators were diligent with regard to collecting data on learner progress and gain. Many business partners, union partners and teachers identified outcomes in individual protocols completed for the external evaluator. These reports will serve to guide CPET members' more systematic evaluations for impact of the program on the workplace and on the individual partnerships**	P.E.T.s and Consortium Staff	following each yearly report		

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	YR 2	YR 3
2.2 Review external evaluation reports for additional commentary. Identify "best practices" among partnerships.	**The Quality Indicators for Workplace Education Programs established six basic components of workplace education programs (see Indicators attached).** **Within these categories, some of the "best practices" we have identified among partnerships include the following:** ▸ **new partnerships need minimally 3 months of up front planning, such as an Organizational Needs Assessment to properly prepare for an educational program.** ▸ **careful assessement of learners is critical to ensure appropriate class placement** ▸ **A strong connection between program goals and evaluation with a plan for measuring these goals is critical to show program effectiveness.** ▸ **A PET model is necessary where all stakeholders are involved in programming** ▸ **A PET must include participation of supervisory level staff. Gaining input and buy-in from workers' direct supervisors wasidentified as a critcal factor in determining the success of the PET and the workplace education program.**	Consortium Advisory Council	following each yearly report		

GOAL IV: Strengthen the Consortium Effort Through the Use of an Independent External Evaluation of the Consortium and its individual Partnerships.						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	YR 2	YR 3
2.3	Share external evaluation reports for all sites at a mid-project conference of all Consortium partnership members. Discuss revised activity plans suggested by the Consortium P.E.T.	**In Year II, mid-year external evaluation reports were shared across Consortium. P.E.T. All Project Coordinator participated in revisions of activity plans. For the most part, these revisions included ways to evaluate the impact of the workplace education program on work site and on the quality of the partnerships.**	Consortium Advisory Council, Consortium P.E.T. and Staff, and SABES		mid-year	✔

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials

Activities	Accomplishments and Goals for Program Improvement	Responsible Partners	Time Frame YR 1	YR 2	YR 3
OBJECTIVE 1: To document the workplace literacy curriculum used in each partnership (or developed for use among partnerships) and disseminate these replicable industry-specific materials and curriculum frameworks to ERIC, State Literacy Resource Centers, and other appropriate dissemination networks.					
1.1 Document the curriculum in use at each partnership site utilizing the support network established in (II.4).	**This documentation is complete at each site. The Curriculum Working Group, convened, and facilitated by the Assistant Consortium Coordinator, reviewed all local curricula to identify common thems, topics, issues, skills, and concerns. These common elements have become the building blocks for general curriculum discussion papers for specific industries. For each content area, "vignettes" of outstanding practice have been collected from the curricula. They describe how instructors at a specific site have addressed various issues and made teaching decisions.**	P.E.T.s and Program Staff	ongoing, final document at contract close		
1.2 Produce video instructional programs targetting the needs of Consortium employees working in the health, manufacturing and service fields (II.4.5).	**Per answer to 4.5**	Consortium P.E.T. and Staff, and MCET	developed		delivered
1.3 Develop and pilot a 6 module computer-assisted instruction package (II.4.4).	**This work is complete. Refer to Goal II, 4.4.**	Consortium P.E.T. and Staff, LexIcon and MCET	developed		disseminated

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
1.4	Televise via satellite the 16 hour Consortium-sponsored teacher mini-course (8-two hour shows) for practitioners in workplace literacy (II.2.4).	**This work is complete. Refer to Goal II, 2.4.**	Consortium P.E.T. and Staff, and MCET		developed and delivered	
1.5	Consolidate the curricula produced at partnership sites into a common curriculum framework document.	**Industry-specific documentation, based on local curricula, was finished in Year 3.**	Consortium PET and Staff, and Curriculum focus group		documented and disseminated	
1.6	Document the technical assistance provided by the Commonwealth Literacy Campaign (I.5.4) and reproduce and distribute training materials created.	**Training materials from the Literacy Volunteer Network were finalized. Due to the many changes that occurred within this partnership, i.e., change in fiscal agent (approved by the U.S.DOE); change in Project Coordinators, withdrawal of one business partner, combined with the slow start-up due to the issues of recruiting tutors (see the second Performance Report for detailed explanation), these materials will not be disseminated as originally planned.**	Consortium Staff and CLC		documented and disseminated	

BEST COPY AVAILABLE

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
OBJECTIVE 1: [continued] To document the workplace literacy curriculum used in each partnership (or developed for use among partnerships) and disseminate these replicable industry-specific materials and curriculum frameworks to ERIC, State Literacy Resource Centers, and other appropriate dissemination networks.					
1.7 Document and distribute materials resulting from the initial day and a half orientation training conducted in month one of the project (I.1.3) and the individual partnership-developed worksite orientations for education staff conducted in month two/three (II.2.3) for reference and use by other workplace programs.	**At the December 5, 1994, Consortium-wide orientation for all partnerships, relevant materials were distributed. The SABES (System for Adult Basic Education Support) representative has submitted these materials to the central (Boston) and regional resource centers.** **Additional materials developed during the three year grant period, have been distributed to all Project Coordinators. These include the following:** ▸ **Curriculum Highlights** ▸ **Glimpses of the Process** ▸ **Handbook for Curriculum Developers in Health Care Settings** ▸ **Ways to Succeed in Workplace Education**	Consortium Staff and Partnership Educational Staff	year one		

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.8 Document and disseminate material resulting from the mid-conference training sessions on Planning and Evaluation Team dynamics, partnership development, and program monitoring and evaluation (II.3.3) for use by other workplace programs.	**During contract negotiations with the U.S. DOE, this mid-contract conference was removed from the project.**	Consortium Staff		end of year 2	
1.9 Reproduce and distribute all other exemplary Consortium-produced materials.	**Partnerships have documented their materials and curricula, and prepared them for dissemination at the end of Year One. In addition to curriculum documentation, the Consortium is disseminating: model workshops, "lessons learned" reports, a Workplace Education Guide, and Program Quality Standards and Indicators.**	Consortium Staff	throughout grant period		
1.10 Collect all relevant Consortium-produced educational materials and curricula for inclusion in the System for Adult Basic Education Support (SABES) resource bank/library and the New England Literacy Resource Center (NELRC).	**All Consortium-produced materials are available and disseminated through SABES and NELRC, as well as directly through the MA DOE.**	SABES and NELRC	throughout grant period		

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
1.11 Review and distribute exemplary curriculum materials collected as part of the Consortium teacher sharing sessions (II.2.6.).	**Refer to Goal V, 1.1**	Consortium P.E.T. and Staff, and Consortium Advisory Council	month four. repeated every eight weeks		

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials					
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**	
				YR 1	**YR 2**	**YR 3**
OBJECTIVE 2: To identify and document exemplary practices, methods and program partnership models (taking advantage of exemplary practices identified during internal and external evaluation activities and regular Consortium meetings). 2.1 Produce interim and final reports of all project activities (including the internal evaluation study results) and submit for review by Consortium staff and the Consortium Advisory Council.					
2.2	Produce and disseminate external evaluation reports that review the individual partnerships, the Consortium, and support project activities (MCET, CLC, SABES, LexIcon CAI curriculum development) to the appropriate parties.	**Interim reports were distributed and reviewed at the Consortium Planning and Evaluation Team meeting in August, 1996. All final reports produced by the external evaluator were shared with Project Coordinators.**	P.E.T.s	yearly	
2.3	Analyze evaluation results and identify program and partnership models that achieve clear positive outcomes and that exemplify "best practices".	**Refer to Goal V, 2.1** **Curriculum excerpts, determined by the CWG to be examples of good teaching practice, have been compiled and disseminated throughout the Consortium.**	External Evaluators	yearly, (two interim and one final report)	

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials						
Activities		**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
				YR 1	**YR 2**	**YR 3**
2.4	Produce and share a preliminary analysis at a meeting of all Consortium representatives.	**Refer to Goal V, 2.3**	Consortium Advisory Council, Consortium P.E.T. and Staff	yearly, based on internal and external evaluation reports		
2.5	Produce and disseminate a final document summarizing the analysis of internal and external evaluations incorporating Consortium representative input at the mid-contract conference. Summarize findings in a simple flyer for easy distribution.	**The final report has been submitted to the U.S. DOE.**	Consortium Staff		mid-year	

GOAL V: Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry -Specific Literacy Materials					
Activities	**Accomplishments and Goals for Program Improvement**	**Responsible Partners**	**Time Frame**		
			YR 1	**YR 2**	**YR 3**
2.6 Produce and submit for publication articles summarizing several of the promising elements of the Consortium project. Include topics on the Consortium approach to the needs of small businesses, the active roles of learner participants in PETs, and the development of an assessment tool kit for partnerships. Submit proposals for workshop presentation and state and national conferences in similar topic areas.	**Consortium Coordinators, Partnership Coordinators (local level) and representatives from business and labor unions participated in Years II and III the NWLP mid-point conferences in Milwaukee, Wisconsin. The representatives from the Consortium presented at several workshops that were rated highly by their respective audiences. Consortium Coordinators from the state and local level Presented during workshops at the Massachusetts Coalition for Adult Education (Statewide Conference) at Network '95, Network '96 and Network '97 (three consecutive years). Also refer to Goal 5, Objective 7, 1.7.**	External Evaluators			end of year

BEST COPY AVAILABLE